

Assessment of Personality Traits of Agricultural Graduates

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Abstract

The personality of any individual represents not only overt acts but inward feelings produced by social situation. A well-known theory of personality is the Big Five, which describes five characteristics that together give an indication of one's personality. These five characteristics are openness, conscientiousness, extraversion, agreeableness and neuroticism. Several studies have investigated whether personality is related to study success and if so, which specific characteristics are important for better academic performances. It is expected that certain personality traits affect the way students approach their study, and hence influence their study results. A consistent predictor that is found in the majority of studies is conscientiousness. In the present study, the above mentioned five personality traits are measured on three-point continuum to assess the personality traits of the students. The traits are analyzed using frequency and percentages. The results revealed that, majority of boys' students' personality traits wavered between high to moderate levels, whereas they expressed low neuroticism facets. The girl students have high achievement striving, high imagination, moderate intellect when compared to the boy students relatively.

Key words: Extravert, Introvert, Ambivert, Personality test, Personality traits, Graduates, Personality, Openness

The word personality originated from the Latin word *Personare* which used to mean the voice of an actor speaking through a mask. In the words of Trainer 1957, personality is the sum total of an individual's behavior in social situations. The Big Five model resulted from the contributions of many independent researchers. Gordon Allport and Henry Odbert first formed a list of 4,500 terms relating to personality traits in 1936. Their work provided the foundation for other psychologists to begin determining the basic dimensions of personality. In the 1940s, Raymond Cattell and his colleagues used factor analysis to narrow down Allport's list to sixteen traits. However, numerous psychologists examined Cattell's list and found that it could be further reduced to five traits. Among these psychologists were Donald Fiske, Norman, Smith, Goldberg, and McCrae & Costa. In particular, Lewis Goldberg advocated heavily for five primary factors of personality. His work was expanded upon by McCrae & Costa, who confirmed the model's validity and provided the model used today: conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion [1]. The model became known as the "Big Five" and has seen received much attention [2]. It has been researched across many populations and cultures and

continues to be the most widely accepted theory of personality today. Today's graduate is tomorrow's potential entrepreneur; the youths are key players to create a vital role in devotion to self-employment, and to achieve financial independence and benefits to the rural economy, therefore the entrepreneurship; is the correct alternative to escalation living standard among masses [3]. Entrepreneurship is an essential prospect in agricultural sector to solve the problem of unemployment. The present study was focused on assessing the personality traits of the students using the above-mentioned theory.

MATERIALS AND METHODS

In the present study, ex-post facto research design is followed. Seventy-three students those who are studying B. Sc. (Hons.) Agriculture III year at Agricultural college, Aswaraopet were randomly selected. The study was conducted in 2020. Among the 73 students 44 are girls and 29 are boys. A structured questionnaire related to personality traits and personality test was mailed to them via Google form. The responses were collected from google forms then the data was analyzed and categorized under different tables. The

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questionnaire consisted of all the five personality traits and the facets under each personality trait.

RESULTS AND DISCUSSION

The results of the above table are discussed as follows, the keen observation of openness facets by boys revealed that, 65.91% of them are moderately adventurous followed by 50% of them are highly imaginative, 45.45% of them have high intellect. The conscientiousness facets observed were, 61.36% of them are having moderate self-discipline, 59.09% of them are having moderate dutifulness, 56.82% are highly achievement striving. With regards to extraversion facets, 61.36% of them feel to be moderately gregarious, 56.82% of them inclined to high friendliness. 52.27% of them are having high assertiveness [4]. The agreeableness facets revealed that,

61.36% of them are highly modest, 59.09% of them show high sympathy, 54.55% of them felt that they trust highly. This is very important to notice that, only 6.82% of them have moderate depression levels, 9.09% of them have high anxiety feeling. 65.9% of them expressed that, they are less vulnerable. As per the studies of Filipiak and Łubianka, boys, compared to girls, scored significantly higher on traits related to seeking and enjoying the company of others. On the other hand, girls exhibited significantly higher levels of traits responsible for increased anxiety than boys [5].

From the above results, it is viewed that, majority of boys students personality traits wavered between high to moderate levels, whereas they expressed low neuroticism facets. It shows that, boys students are strong enough to overcome negative feelings and utilize their personality for the betterment of both professional and personal life [6].

Table 1 The list of personality traits and facets of boys

| S. No. | Personality trait | High | | Moderate | | Low | |
|------------------------------|----------------------|------|---------|----------|---------|-----|---------|
| | | No. | Percent | No. | Percent | No. | Percent |
| I. Openness | | | | | | | |
| 1 | Imagination | 22 | 50.00 | 5 | 11.36 | 2 | 4.55 |
| 2 | Artistic Interests | 12 | 27.27 | 10 | 22.73 | 7 | 15.91 |
| 3 | Emotionality | 10 | 22.73 | 10 | 22.73 | 9 | 20.45 |
| 4 | Adventurousness | 0 | 0.00 | 29 | 65.91 | 0 | 0.00 |
| 5 | Intellect | 20 | 45.45 | 9 | 20.45 | 0 | 0.00 |
| 6 | Liberalism | 15 | 34.09 | 14 | 31.82 | 0 | 0.00 |
| II. Conscientiousness Facets | | | | | | | |
| 1 | Self-efficacy | 17 | 38.64 | 9 | 20.45 | 3 | 6.82 |
| 2 | Orderliness | 5 | 11.36 | 24 | 54.55 | 0 | 0.00 |
| 3 | Dutifulness | 3 | 6.82 | 26 | 59.09 | 0 | 0.00 |
| 4 | Achievement Striving | 25 | 56.82 | 4 | 9.09 | 0 | 0.00 |
| 5 | Self-discipline | 2 | 4.55 | 27 | 61.36 | 0 | 0.00 |
| 6 | Cautiousness | 5 | 11.36 | 24 | 54.55 | 0 | 0.00 |
| III. Extraversion Facets | | | | | | | |
| 1 | Friendliness | 25 | 56.82 | 4 | 9.09 | 0 | 0.00 |
| 2 | Gregariousness | 2 | 4.55 | 27 | 61.36 | 0 | 0.00 |
| 3 | Assertiveness | 23 | 52.27 | 6 | 13.64 | 0 | 0.00 |
| 4 | Activity Level | 18 | 40.91 | 11 | 25.00 | 0 | 0.00 |
| 5 | Excitement-Seeking | 9 | 20.45 | 18 | 40.91 | 2 | 4.55 |
| 6 | Cheerfulness | 21 | 47.73 | 7 | 15.91 | 1 | 2.27 |
| IV. Agreeableness Facets | | | | | | | |
| 1 | Trust | 24 | 54.55 | 5 | 11.36 | 0 | 0.00 |
| 2 | Morality | 18 | 40.91 | 11 | 25.00 | 0 | 0.00 |
| 3 | unselfishness | 22 | 50.00 | 7 | 15.91 | 0 | 0.00 |
| 4 | Cooperation | 20 | 45.45 | 9 | 20.45 | 0 | 0.00 |
| 5 | Modesty | 27 | 61.36 | 2 | 4.55 | 0 | 0.00 |
| 6 | Sympathy | 26 | 59.09 | 3 | 6.82 | 0 | 0.00 |
| V. Neuroticism Facets | | | | | | | |
| 1 | Anxiety | 4 | 9.09 | 3 | 6.82 | 22 | 50.00 |
| 2 | Depression | 0 | 0.00 | 3 | 6.82 | 26 | 59.09 |
| 3 | Vulnerability | 0 | 0.00 | 0 | 0.00 | 29 | 65.91 |

Table 2 The list of personality traits and facets of girls

| S. NO. | Personality trait | High | | Moderate | | Low | |
|------------------------------|--------------------|-----------|---------|-----------|---------|-----------|---------|
| | | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| I. Openness | | | | | | | |
| 1 | Imagination | 31 | 70.45 | 12 | 27.27 | 1 | 2.27 |
| 2 | Artistic Interests | 14 | 31.82 | 25 | 56.82 | 5 | 11.36 |
| 3 | Emotionality | 24 | 54.55 | 16 | 36.36 | 4 | 9.09 |
| 4 | Adventurousness | 18 | 40.91 | 20 | 45.45 | 6 | 13.64 |
| 5 | Intellect | 7 | 15.91 | 33 | 75.00 | 4 | 9.09 |
| 6 | Liberalism | 16 | 36.36 | 24 | 54.55 | 4 | 9.09 |
| II. Conscientiousness Facets | | | | | | | |
| 1 | Self-efficacy | 19 | 43.18 | 22 | 50.00 | 3 | 6.82 |

| | | | | | | | |
|------|----------------------|----------------------|-------|----|-------|----|-------|
| 2 | Orderliness | 16 | 36.36 | 23 | 52.27 | 5 | 11.36 |
| 3 | Dutifulness | 19 | 43.18 | 24 | 54.55 | 1 | 2.27 |
| 4 | Achievement Striving | 32 | 72.73 | 9 | 20.45 | 3 | 6.82 |
| 5 | Self-discipline | 23 | 52.27 | 21 | 47.73 | 0 | 0.00 |
| 6 | Cautiousness | 21 | 47.73 | 23 | 52.27 | 0 | 0.00 |
| III. | | Extraversion Facets | | | | | |
| 1 | Friendliness | 27 | 61.36 | 15 | 34.09 | 2 | 4.55 |
| 2 | Gregariousness | 13 | 29.55 | 23 | 52.27 | 8 | 18.18 |
| 3 | Assertiveness | 15 | 34.09 | 25 | 56.82 | 4 | 9.09 |
| 4 | Activity Level | 21 | 47.73 | 22 | 50.00 | 1 | 2.27 |
| 5 | Excitement-Seeking | 25 | 56.82 | 16 | 36.36 | 3 | 6.82 |
| 6 | Cheerfulness | 24 | 54.55 | 18 | 40.91 | 2 | 4.55 |
| IV. | | Agreeableness Facets | | | | | |
| 1 | Trust | 28 | 63.64 | 14 | 31.82 | 2 | 4.55 |
| 2 | Morality | 30 | 68.18 | 12 | 27.27 | 2 | 4.55 |
| 3 | unselfishness | 12 | 27.27 | 29 | 65.91 | 3 | 6.82 |
| 4 | Cooperation | 21 | 47.73 | 23 | 52.27 | 0 | 0.00 |
| 5 | Modesty | 12 | 27.27 | 28 | 63.64 | 4 | 9.09 |
| 6 | Sympathy | 31 | 70.45 | 13 | 29.55 | 0 | 0.00 |
| V. | | Neuroticism Facets | | | | | |
| 1 | Anxiety | 18 | 40.91 | 19 | 43.18 | 7 | 15.91 |
| 2 | Depression | 11 | 25.00 | 21 | 47.73 | 12 | 27.27 |
| 3 | Vulnerability | 7 | 15.91 | 27 | 61.36 | 10 | 22.73 |

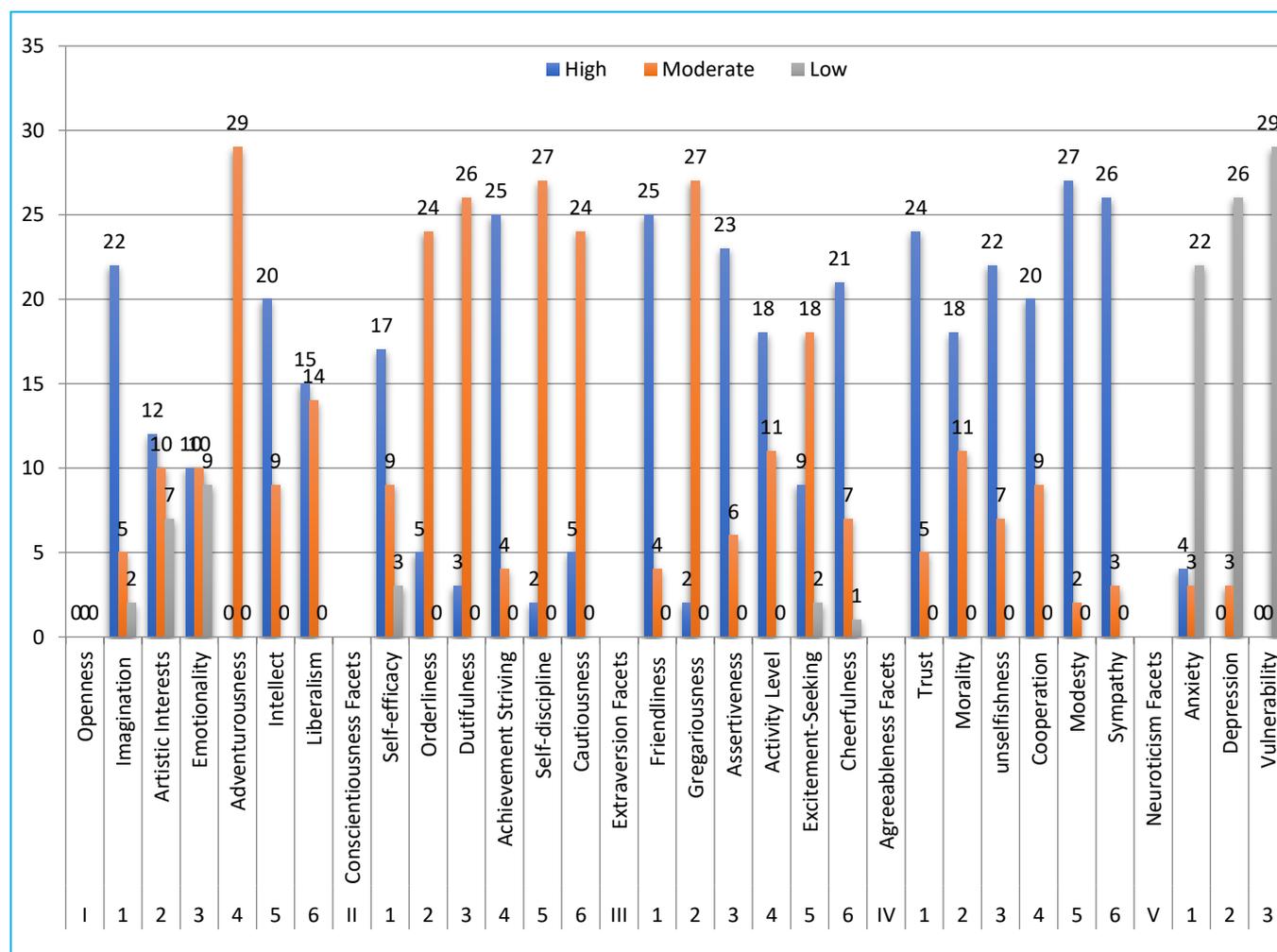


Fig 1 Personality traits of boys

The major findings of the above table are presented here. The openness facets of the girls revealed that, 75% of them expressed moderate intellect, 70.45% have high imagination, 56.82% of them have moderate artistic interest. From conscientiousness facets, it is clearly observed that, 72.73% of

them have high achievement striving, 54.55% of them are having moderate dutifulness, 52.27% of them expressed high self-discipline, moderate orderliness. It was observed from extraversion facets that, 61.34% of them like to have high friendliness, 56.82% of them felt high excitement striking,

moderate assertiveness, 54.55% of them have high cheerfulness [7]. If we look at the agreeableness facets, it was observed that, 70.45% of them have high empathy, 68.18% have high morality, 65.91% of them shown moderate unselfishness. The neuroticism facets among the girls revealed that, 61.36% of the students expressed the moderate vulnerability, 43.18 % of them have moderate anxiety, 25 percent of them expressed high

depression in contrast to that of boy students [8]. The above results reveal that, the girl students have high achievement striving, high imagination, moderate intellect when compared to the boy students relatively. This might be leading for advancement of girl students in higher studies and career development. Women are more motivated regarding academic achievements than men [9].

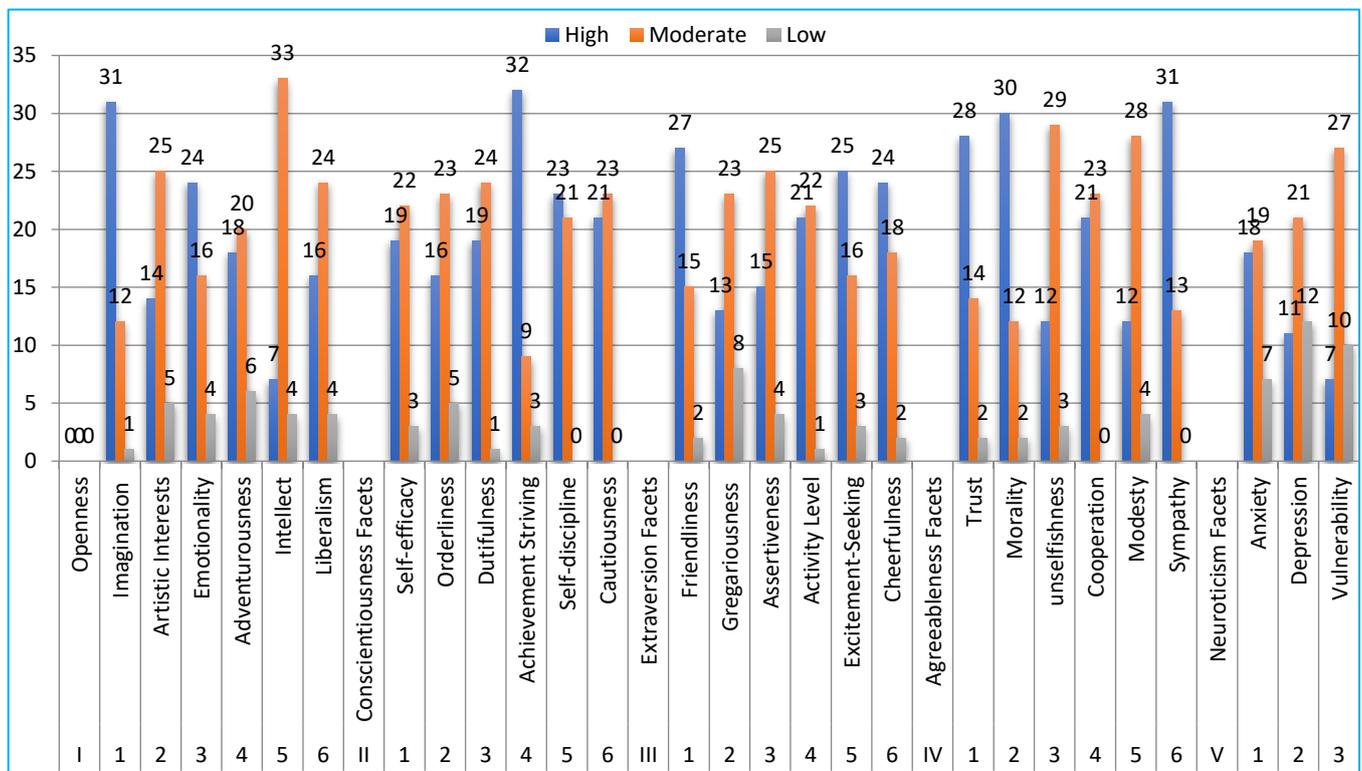


Fig 2 Personality traits of girls

CONCLUSION

The present study assessed the personality traits of the agricultural graduates and revealed that majority of them are achievement striking and conscientious which shows that these

personality traits majorly contributed to their good academic performance. The study is limited to only assessment of personality traits of agricultural graduates, hence further studies can be carried out to know the personality traits that are affecting the overall development of agricultural graduates.

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